

U.S. Department of Education
2014 National Blue Ribbon Schools Program

[X] Public or [] Non-public

For Public Schools only: (Check all that apply) [X] Title I [] Charter [] Magnet [] Choice

Name of Principal Mr. Peyton John Lewis

(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name Johnson-Brock Elementary

(As it should appear in the official records)

School Mailing Address 310 Main St

(If address is P.O. Box, also include street address.)

City Johnson State NE Zip Code+4 (9 digits total) 68378-0186

County Nemaha County State School Code Number* 64-0023-000

Telephone 402-868-5235 Fax 402-868-4785

Web site/URL http://johnsonbrockeagles.org E-mail peyton.lewis@johnsonbrock.org

Twitter Handle	Facebook Page	
<u>https://twitter.com/JB_Eagles</u>	<u>https://www.facebook.com/Johnsonbrock</u>	
	<u>publicschool</u>	Google+ <u></u>

YouTube/URL	Other Social Media	
<u>http://www.youtube.com/watch?v=zPDPr0tQmug</u>	Link <u></u>	
	Blog <u></u>	

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

Date

(Principal's Signature)

Name of Superintendent* Mr. Jeff Koehler E-mail: jeff.koehler@johnsonbrock.org
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Johnson-Brock Public Schools Tel. 402-868-5235

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

Date

(Superintendent's Signature)

Name of School Board
President/Chairperson Mr. Darren Oestmann
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

Date

(School Board President's/Chairperson's Signature)

**Non-public Schools: If the information requested is not applicable, write N/A in the space.*

PART I – ELIGIBILITY CERTIFICATION

Include this page in the school’s application as page 2.

The signatures on the first page of this application (cover page) certify that each of the statements below concerning the school’s eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school configuration includes one or more of grades K-12. (Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.)
2. The school has made its Annual Measurable Objectives (AMOs) or Adequate Yearly Progress (AYP) each year for the past two years and has not been identified by the state as “persistently dangerous” within the last two years.
3. To meet final eligibility, a public school must meet the state’s AMOs or AYP requirements in the 2013-2014 school year and be certified by the state representative. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum.
5. The school has been in existence for five full years, that is, from at least September 2008 and each tested grade must have been part of the school for the past three years.
6. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2009, 2010, 2011, 2012, or 2013.
7. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. The U.S. Department of Education reserves the right to disqualify a school’s application and/or rescind a school’s award if irregularities are later discovered and proven by the state.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution’s equal protection clause.
11. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT (Question 1 is not applicable to non-public schools)

1. Number of schools in the district (per district designation):
- 1 Elementary schools (includes K-8)
 - 1 Middle/Junior high schools
 - 1 High schools
 - 0 K-12 schools
- 3 TOTAL

SCHOOL (To be completed by all schools)

2. Category that best describes the area where the school is located:
- ☐ Urban or large central city
 - ☐ Suburban with characteristics typical of an urban area
 - ☐ Suburban
 - ☐ Small city or town in a rural area
 - ☒ Rural
3. 1 Number of years the principal has been in her/his position at this school.
4. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	9	17	26
1	12	13	25
2	11	13	24
3	16	11	27
4	6	9	15
5	9	12	21
6	12	14	26
7	0	0	0
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0
Total Students	75	89	164

5. Racial/ethnic composition of the school:
- 0 % American Indian or Alaska Native
 - 0 % Asian
 - 1 % Black or African American
 - 2 % Hispanic or Latino
 - 1 % Native Hawaiian or Other Pacific Islander
 - 96 % White
 - 0 % Two or more races
 - 100 % Total**

(Only these seven standard categories should be used to report the racial/ethnic composition of your school. The Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.)

6. Student turnover, or mobility rate, during the 2012 - 2013 year: 3%

This rate should be calculated using the grid below. The answer to (6) is the mobility rate.

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred <i>to</i> the school after October 1, 2012 until the end of the school year	3
(2) Number of students who transferred <i>from</i> the school after October 1, 2012 until the end of the 2012-2013 school year	1
(3) Total of all transferred students [sum of rows (1) and (2)]	4
(4) Total number of students in the school as of October 1	153
(5) Total transferred students in row (3) divided by total students in row (4)	0.026
(6) Amount in row (5) multiplied by 100	3

7. English Language Learners (ELL) in the school: 0 %
0 Total number ELL
 Number of non-English languages represented: 0
 Specify non-English languages:
8. Students eligible for free/reduced-priced meals: 49 %
 Total number students who qualify: 82

If this method is not an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-priced school meals program, supply an accurate estimate and explain how the school calculated this estimate.

9. Students receiving special education services: 5 %
8 Total number of students served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>0</u> Autism	<u>0</u> Orthopedic Impairment
<u>1</u> Deafness	<u>0</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>6</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>0</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>0</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>0</u> Multiple Disabilities	<u>1</u> Developmentally Delayed

10. Use Full-Time Equivalents (FTEs), rounded to nearest whole numeral, to indicate the number of personnel in each of the categories below:

	Number of Staff
Administrators	2
Classroom teachers	7
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	2
Paraprofessionals	5
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	1

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 23:1

12. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

Required Information	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Daily student attendance	95%	96%	95%	95%	95%
High school graduation rate	0%	0%	0%	0%	0%

13. **For schools ending in grade 12 (high schools)**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2013

Post-Secondary Status	
Graduating class size	0
Enrolled in a 4-year college or university	0%
Enrolled in a community college	0%
Enrolled in career/technical training program	0%
Found employment	0%
Joined the military or other public service	0%
Other	0%

14. Indicate whether your school has previously received a National Blue Ribbon Schools award.

Yes_ No X

If yes, select the year in which your school received the award.

PART III – SUMMARY

Mission Statement: “Inspiring Our Youth and Expecting Results!”

Vision Statements: We believe the partnerships of family, school, and community work together to ensure students are treated and treat others with respect, fairness, and equality.

We believe students should be provided with the skills necessary to achieve their full potential enabling them to become lifelong learners.

We believe students shall become informed and contributing citizens who will function as useful and productive members of a global society.

Johnson-Brock Elementary School is a part of Johnson-Brock consolidated schools. Located in southeast Nebraska, Johnson-Brock Schools sits in the Village of Johnson. The district was formed in 1968 when the schools of Brock and Johnson consolidated. On March 20, 2001, Johnson-Brock Public School patrons voted by a 65% margin to build a new elementary school and gymnasium. In addition, ground has recently been broken for a new media center, science classroom, and nurse’s office. The addition of preschool during the 2013-2014 school year brings current enrollment to 201 students in grades PK-6.

Recently, Johnson-Brock has seen an influx of families who wish to option enroll their children into our district. This year our option students have created an increase in enrollment. This positive mobility of students is a reflection of the high standards and success of our school system.

The elementary is composed of one K-6 administrator, seven full-time teachers, five full-time paraprofessionals, one Title I teacher, one special education teacher, and one guidance counselor. Our district is accredited by the North Central Association. Approximately 49% of our elementary students qualify for free or reduced lunches. Masters Degrees are held by 70% of our elementary teachers and we routinely take part in professional development opportunities to stay current with effective, research based, teaching practices.

Our Board of Education is dedicated to ensuring that our standards at Johnson-Brock remain among the highest in our region by continually updating policies and procedures to stay ahead of educational trends. Board members attend annual workshops and trainings to stay current with local, state, and national laws and regulations. Community members, teachers, and students are encouraged to attend monthly Board of Education meetings to keep lines of communication open between school and community.

Parents and community members are actively involved in supporting academics, youth activities, and special events. Parents are often seen volunteering in classrooms and helping with extracurricular activities. Our elementary is further supported by a Parent Teacher Student Organization (PTS) that has monthly meetings to help support our academics by organizing fundraisers and various community projects. The PTS hosts a bi-annual spring carnival at our school for students and community members. The PTS has helped purchase iPads and various technology items for our classrooms. Our district is very fortunate to have such an ambitious group of parents collaborating with our school. The PTS supports teachers and students by providing healthy snacks during testing, monetary donations for classroom needs, and staff dinners during Parent Teacher Conferences.

One tradition our school participates in is Character Counts, a national character education program that stresses citizenship, trustworthiness, respect, responsibility, fairness, and caring. At the conclusion of each week, a closing ceremony is led by our team of teachers and awards are given out to students who have exemplified the character trait of the month. This weekly meeting is a way to recognize all the positive happenings throughout the week and is a great method of communication to the entire student body.

Another tradition is the One-School-One-Book program. Each family is given a copy of the same book and chapters are read throughout the month of February along with various contests and incentives. This, along

with our Accelerated Reader Program, is a wonderful way to foster a love of reading.

At Johnson-Brock, our mission statement is more than a saying on a wall, it's a way of life. Teachers put in countless hours in an attempt to inspire each and every student with meaningful lessons that help develop children into lifelong learners. Our teachers believe in the potential of every student and they expect positive results and progress, regardless of a child's background or socioeconomic status. "Inspiring our youth and expecting results" is something that just comes naturally to our teachers at Johnson-Brock.

Johnson-Brock has earned a rigorous, yet caring, reputation through years of consistently giving each student what is needed to succeed. A diploma from our school is not easy to earn and when our students leave the halls of our school, they are ready to face any challenge that awaits them. It is difficult to quantify how successful our school is without actually walking the halls and having the opportunity to see our master teachers at work. There is no question that Johnson-Brock Elementary is a school worthy of Blue Ribbon status and we are appreciative of this nomination.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

At Johnson-Brock Elementary we administer two standardized tests to drive our data: Nebraska State Accountability Assessments (NeSA) and Northwest Evaluation Association Measures of Academic Progress (NWEA MAP).

Nebraska State Accountability Assessment (NeSA) is given in the spring of each school year to all Nebraska elementary students in grades three through six and assesses both math and reading. NeSA also assesses science, which is only given to fifth grade, and writing, which is given to all fourth grade students in February of each year.

NeSA statewide tests in grades 3-8 and 11 were administered for the first time in the spring of 2010. According to the Nebraska Department of Education, the purpose of NeSA is to develop an effective system that provides fair accountability for schools in order to enhance opportunity to learn for every student in every school in Nebraska. We have only been able to track four years of the same type of data due to this new state assessment system. Johnson-Brock Elementary has high expectations on NeSA for all students to either meet (scale score of 85-134) or exceed (scale score of 135-200) the given state standards for Nebraska. Johnson-Brock Elementary has met Federal Accountability (AYP) for both reading and math all years since this data has been tracked.

The overall trend in data over the past several years shows growth in both math and reading for students at Johnson-Brock. In NeSA math, students have increased from 80% proficient in 2010-2011 school year to 86% proficient in the 2012-2013 school year. In NeSA reading, students have significantly increased from 75% proficient in the 2009-2010 school year to 94% proficient in the 2012-2013 school year. We believe these gains are due to continued teacher education of best practices, alignment of curriculum, data disaggregation, and differentiation of instruction.

Upon further analysis of our reading data we found that in 2012-2013 our students achieved an average reading proficiency score of 128.87 on the NeSA Reading Assessment, which ranked our district 22nd out of 249 school districts in the state of Nebraska in reading proficiency. (94% of our students met or exceeded the state proficiency level.) We have also found our strengths in reading are vocabulary and narrative text and that areas needing improvement are literary devices and main ideas of informational text. Our teachers have begun supplementing these components of the core reading program to enhance student development of these skills.

On the NeSA Math Assessment for the 2012-2013 the average proficiency score was 112.17, which ranked our district 111 out of 249 school districts. The results of this assessment, as well as many fluctuations in previous year's math data in both NeSA and Terra Nova scores, lead to the decision to research and purchase a new math core program for the 2013-2014 school year. We believe that this new math core program, which aligns with Nebraska state standards, provides best traditional approaches through drawings, conceptual language, and real-world examples, enabling us to meet our math proficiency goals.

Prior to the fall of 2012 Terra Nova tests were administered annually each September. Data was disaggregated yearly with a goal of students reaching the fiftieth percentile or higher in all curriculum areas. Due to the fact that we felt we needed more information in a timely manner from our standardized testing results, we made the change to MAP testing in 2012. We look forward to collecting several more years of data to identify major trends.

Not only do we annually analyze and disaggregate our NeSA results, but we also analyze our data from our Measures of Academic Performance testing (MAP). Students in grades two through six take MAP testing three times a year: fall, winter, and spring. The MAP assessment evaluates students in the areas of math, reading, language usage, and science. At Johnson-Brock we consider all students who are at or above the stated status norms set by Northwest Evaluation Association (NWEA) to be proficient. We analyze this data

multiple times throughout the school year and are able to immediately adjust instruction to enhance the skill needs of individual students or groups of students.

Through these multiple standardized tests, not only do we as instructional staff establish proficiency goals, but each student also sets a personal goal of performance giving them a growth mindset and motivation to do their best.

2. Using Assessment Results:

The school has established a consistent assessment system that measures student progress in all grades. Multiple staff members attend the annual data retreat sponsored by the Educational Service Unit 4 where data from DIBELS, MAP, NeSA, and the statewide writing assessment is compiled and analyzed. The staff evaluates their instructional practices, student learning needs, and overall student performance. Causes for discrepancies are considered and possible interventions are selected. Findings are then shared with the entire staff in the fall.

DIBELS is used in grades K-6 as both a screening assessment for reading and for progress monitoring those who fall below the benchmarks. DIBELS is administered individually at the beginning of the school year and graphed results are given and explained to parents at fall conferences. Two additional assessments are given during the school year, one before winter break and one in the spring. These results are reviewed by students and sent home to their parents with explanations of the results.

NWEA's Measures of Academic Progress (MAP) is administered three times a year to students in grades 2-6. Teachers meet individually with students to set goals before each testing session. Students have these written goals with them as they test and results can be immediately viewed and recorded by the students upon completion. Graphed results are shared and explained to parents during conferences. Additional testing results during the school year are sent home to parents with report cards.

Individual student NeSA test results are mailed to parents in the spring. District results are available on the State of the Schools Report using the Nebraska Department of Education's website. The district distributes results in printed form as well.

During monthly language arts and math meetings, teachers meet for working lunches to study the MAP data, core curriculum benchmarks, and discuss students who are being progress monitored and fall below the benchmark in the tested skill areas. Detailed information provided by MAP gives instructional levels and areas of focus. Analyzing this data begins discussion of curriculum changes and needed interventions. Decision rules developed by the teachers are utilized to determine interventions if progress is not made during the following weeks. Results are shared with parents and students throughout the monitoring period. Students appreciate seeing their progress on the graphs and voice determination to meet established goals. The possibility of using additional diagnostic assessment tools is also discussed during the monthly meetings.

Results from the assessments are compiled for the Title 1 Needs Assessment process which is shared with parents at the spring and fall meetings. Interventions are discussed and information is made available to parents suggesting ways they can support their child at home to succeed in their targeted areas.

The Response to Intervention (RTI) process uses the assessment data to determine the effectiveness of interventions and what steps need to be explored next. This step begins the process in determining additional testing for verified disabilities and developing an Individual Education Plan (IEP).

3. Sharing Lessons Learned:

The Johnson-Brock Elementary Staff is proud of their accomplishments and is receptive to sharing their knowledge and expertise with other audiences. All education professionals are welcome to visit our school to gain a better understanding of the implementation of our curriculum and what makes our district successful.

A highlight for our school district was welcoming Dr. Roger Breed, now retired Nebraska Commissioner of Education, to our building during the fall of 2011. Dr. Breed spent time in our classrooms, observed our teaching practices in action, and facilitated a forum of students and teachers discussing current practices and best methods that have been successful at Johnson-Brock.

In March of 2010 our school hosted colleagues from a neighboring school district who were considering implementing a new reading series. Our staff and students were able to share information to help them understand the effectiveness of our reading core and explain how our students had responded to the series.

With our close proximity to Peru State College, it is not unusual to see college students in our building completing practicum or student teaching experiences. Through these experiences our teachers are given the opportunity to share our knowledge and educational know-how with this educational community that reaches beyond our district borders.

In the past we have also served as hosts for summer teacher workshops provided by our Educational Service Unit. These workshops have been attended by teachers from across our service unit region and have covered a wide range of professional learning activities, including data study and L to J process training.

In 2009-2010 our first grade teacher served on the Nebraska State Science Standards revision panel and worked on rewriting and revising the state science standards. We have also had teachers make presentations at the Apple Valley Reading Association's meetings. In April of 2012 our sixth grade teacher was part of a team that made a presentation on technology at the Nebraska Education Technology Association Conference. Teachers have also shared ideas and strategies they have had success with at Reading, Math, Science, and Social Studies cadres hosted by our Educational Service Unit. Following our summer data retreat, members of the data team have shared their findings and information with fellow staff members.

4. Engaging Families and Community:

In an effort to motivate our students for long-term educational success, a variety of programs have worked well at Johnson-Brock to encourage and guide families and the community to engage in our school.

A Welcome Back Barbeque and Open House begins the school year for students, families and community members. The evening offers families an opportunity to get acquainted and meet teachers and staff, as well as receive a quick overview of curriculum expectations by classroom and Title I instructors.

Intermediate grades prepare science fair displays in collaboration with secondary students. The local historical society promotes a genealogy study for fourth graders at the county museum. Each spring a family math and reading night is held for parents and students to academically interact together in positive ways.

Community organizations provide funding for school activities and families. Families with economic needs are helped monthly through a "Backpack" food assistance program. A community supported benevolence fund is available to families who need help purchasing supplies that would aid their children to be successful. Our PTS group provides learning experiences for students through financial sponsorship of field trips and teaching aids.

Our school foundation awards grants to provide a summer library program for families, as well as summer tutoring for at risk students. A grant also provides each family a book as part of our One Book, One School Program. Nightly assignments and activities involve parents and siblings in reading.

Our proximity to Peru State College allows sixth graders to collaborate in a Social Studies Fair with the college's education majors. They also provide tutoring for at risk students during the year.

Local business owners serve as guest readers in the classrooms and provide incentives for our reading program. Area law enforcement provides sixth graders with drug and alcohol education through the DARE program. TEAMMATES, a Nebraska mentoring program, matches community people with students in an

effort to inspire our youth to meet their full potential.

District patrons are kept informed of school activities through a quarterly newsletter and local papers. Parents receive a weekly newsletter and can monitor academic progress through an online grading system. Also, administration and teachers use websites and social media to keep families informed of classroom studies and links to educational websites.

The engagement of family and community aides us in closing achievement gaps and motivating students for long-term educational success.

PART V – CURRICULUM AND INSTRUCTION

1. Curriculum:

The Johnson-Brock Elementary curriculum is driven by the Nebraska State Reading Standards. Using the Nebraska Department of Education's Academic Standards website and the Standards Instructional Toolkit, as well as assessment results, the Johnson-Brock teaching staff reevaluates and realigns their curriculum on an annual basis. Each spring our elementary teachers participate in exit meetings for each curriculum area to assure that student learning is occurring and that the educational standards set by the Nebraska Department of Education are aligned with student learning.

Reading/Language Arts standards were adopted by the Nebraska State Board of Education in April 2009. The Johnson-Brock Elementary teachers realigned the Reading, Writing, Speaking and Listening standards with local curriculum during the summer and the following school year. During the process the teachers met in multiple grade level groups, with additional support provided by our local educational service unit.

The Nebraska State Board of Education approved Mathematics standards in October of 2009. Correlation of the standards to local math curriculum occurred during the summer of 2010 and during the 2010-2011 school year. Due to the adoption of a new core math series, revision and realignment of the local curriculum is occurring during the current 2013-2014 school year.

The Science standards for the state of Nebraska were approved by the Nebraska State School Board in October of 2010. Johnson-Brock elementary teachers realigned the local curriculum with the newly adopted science standards during the summer of 2011. Johnson-Brock departmentalizes Science, Social Studies, and Language Arts at the intermediate level. The primary level teachers, as well as the intermediate science teacher met to evaluate the school's elementary science curriculum.

Health education is integrated throughout the curriculum.

On December 7, 2012, the Nebraska State School Board approved the Social Studies standards. During the summer of 2013 and throughout the 2013-2014 academic year the teachers have been unpacking and building awareness of the newly revised social studies standards. These standards will serve as a tool as we look towards adopting a new Social Studies series for the elementary.

Johnson-Brock recognizes the critical role that technology plays in educating children for the future. In order to be productive citizens in society, students must possess the skills to be contributing members in an information-rich technology environment. The elementary technology curriculum at Johnson-Brock was driven by the National Educational Technology Standards for Students. Technology strands are also addressed in the Nebraska State Reading, Math, Science, and Social Studies Standards.

The school library media program at Johnson-Brock is an integral part of the teaching and learning process of the school. It reflects and supports the philosophy of the school: it shares and implements the school's aims and objectives. Two major components of the school library media program are the integration of media skills instruction into the curriculum and the promotion of new and existing informational and instructional resources and technologies.

The State of Nebraska has not adopted standards in the content areas of physical education, art, and music. Johnson-Brock Elementary teachers have developed local curriculum guides for these areas.

Johnson-Brock's physical education department has based its curriculum upon the six national benchmarks for elementary grade levels. The philosophy of the program is to promote a lifetime of physical activity and the establishment of healthy habits. Twice a year K-6 students participate in the FitnessGram measuring cardiovascular endurance, upper body strength, speed, and flexibility. All elementary students are encouraged to participate in 60 minutes of activity each day.

The music teacher at Johnson-Brock Elementary has aligned local lessons and curriculum with the National Music Standards set forth by the Nebraska Association for Music Education (NAfME). Teaching and learning music follows a systematic approach promoting an appreciation for the performing arts. At the fourth grade level students are taught to use recorders with formal instrumental training beginning in fifth grade. Each winter and spring the students perform before large audiences.

Visual Arts curriculum at Johnson-Brock Elementary is strictly local, with each teacher developing their own course objectives that correlate with core programs.

At Johnson-Brock Elementary we promote the development of student character and social skills through the teaching of respect, citizenship, trustworthiness, responsibility, fairness, and caring. The local curriculum is guided by National Essential Learning Standards and Indicators.

2. Reading/English:

Our reading curriculum is guided by the Nebraska State Reading Standards with the SRA Imagine It! core program used to provide additional curriculum support. Selection of the school's reading curriculum focused on finding a program that was research based and provided activities for all ability levels. Using a matrix to compare four programs, teachers looked for a series that offered validity, reliability, and rigor, while correlating to our state standards.

The core curriculum provides explicit and systematic instruction with multiple opportunities for practice. Students are encouraged to expand their perspectives through universal cross-curricular themes, relating what they read to their own experiences. Teachers teach skills, strategies, and concepts based on assessment results and then adapt and differentiate their instruction to meet the needs of their students. Opportunities are provided allowing students to apply the skills, strategies, and concepts learned.

During at least 90 minutes of instructional time, a variety of strategies are used to teach reading. Instructional emphasis is placed on the Big Five: phonological awareness, phonics, fluency, vocabulary, and comprehension. Students learn the most common sound/spellings and apply them to decode words. Implementation of the L to J process fosters vocabulary development. At the primary level students are assigned a Word-of-the-Week to stretch their vocabulary knowledge and intermediate students study word structure. Comprehension strategies of predicting, making connections, monitoring and clarifying, asking questions, adjusting reading speed, and summarizing are taught to help students understand text. Active participation, tiered activities, graphic organizers, think-pair-share, choral reading, partner reading, and cross-grade level reading partnerships are examples of methods utilized to improve reading skills.

Student progress is assessed through DIBELS three times a year. Core assessments and benchmarks, with ongoing progress monitoring, also provide feedback. Teachers meet on a monthly basis to disaggregate data and make instructional decisions for students performing below and above grade level. Opportunity for improving and enriching student performance is provided through programs such as Read Naturally, Sound Partners, Five Minutes to Better Reading Skills, REWARDS, Specific Skills Series, and iPod/iPad reading apps. Students and classes earn awards for reaching goals through the Accelerated Reader program.

Following in-depth study, reading has been targeted as our school improvement goal for over ten years. Our current school improvement goal extends the instruction of reading through use of expository text. At Johnson-Brock we expect all of our students to read and the teachers focus on providing the means to that result.

3. Mathematics:

Johnson-Brock Elementary uses "Math Expressions" by Houghton Mifflin as our primary math core curriculum. We chose this series from several scientifically research-based curriculums using a matrix to compare components from six various programs. Our goal was to strengthen our curriculum because of the downward trends we saw in our standardized math testing over the past years. With its many diverse components, Math Expressions was able to address the achievement gaps noted in our math assessments.

Our elementary curriculum includes an inquiry- based teaching model that encourages constructive discussions and multi-modality scaffolding in each lesson. Elementary teachers utilize 60 minutes of class time for math every day. Each lesson contains a spiraled review to build on previously taught skills.

Teachers utilize a variety of instructional techniques from educational experts, such as Robert Marzano and Anita Archer, to teach math skills including: cooperative centers, think-pair-share, and differentiation strategies. Math Meetings are utilized by several classrooms to review daily math concepts as they relate to real-world applications. Manipulative kits, which are available for all grade levels, provide hands-on experiences to make concepts more concrete. The “math talk” component of the series provides an opportunity for students to share problem solving strategies and gain new perspectives.

Online math resources offer home-to-school connections and interactive activities to reinforce concepts learned. Our RTI Core Math team has been trained in scientifically researched-based interventions, and they help guide monthly math meetings for all elementary staff. At math meetings, teachers use data obtained through MAP, NeSA, and Core assessments to identify at-risk students and develop appropriate interventions for them. Once areas for growth are targeted for each student, the classroom, Title 1, and Special Education instructors use appropriate interventions including, math apps for the iPad and iPod, flashcards, and Accelerated Math to strengthen students’ skills. All students’ foundational skills and basic math facts are monitored with fluency checks and core assessments. Activities for all three tiers of intervention are utilized to help students reinforce fluency, problem solving, and inquiry.

Johnson-Brock School places a high value on academic growth. We believe our rigorous math program will help us achieve our goals and prepare our students to be productive, proactive citizens.

4. Additional Curriculum Area:

Music students at Johnson-Brock Public Schools attain essential skills and knowledge in a variety of ways that will not only help them become well-rounded individuals but will also help them have a sense of belonging, self-worth, respect and equality. It is our belief at Johnson-Brock that students should become informed, contributing citizens who will function as useful and productive members of a global society. Ultimately, the goal is that each student feels they have an extended family within the school setting.

Using Music Express as a part of our music curriculum, our students not only learn about the world’s universal language, music, they learn about the different music styles from around the world. Students sing songs from different countries throughout each school year. These songs are always accompanied by a lesson about the said country’s culture, music, food and/or general life style. These lessons are aligned with the National Music Standards set forth by the Nebraska Association for Music Education (NAfME). Although students learn in their history classes about different countries around the world, the music classroom gives the students a different perspective and understanding of the world around them. The national standards are used as a guide for what is best for our kids.

Johnson-Brock’s performing arts students have the opportunity to come together as a ‘family’ and work towards one common goal. By working as a team to put together a performance twice a year, high ability students are given the chance to take charge and be leaders for students with progressing musical abilities; while some of the lower performing students are provided examples, strategies and many other opportunities to excel and become better musicians.

It is the goal of the Johnson-Brock music department to always have a vision of the next level. Johnson-Brock students are being taught to be lifelong learners in all subject areas and aspects of their life through guided practice by every staff and faculty member in the building.

5. Instructional Methods:

Johnson-Brock Elementary provides every student with the opportunity to learn in a variety of ways. Within each classroom you will see instruction utilizing whole group, small groups, one-on-one, and mixed ability

groups. Tiered activities (questioning, assignments, assessments) are used in the elementary to allow all students to demonstrate understanding. Technology also plays an important role within each classroom. The elementary provides students with an opportunity to learn using a mobile laptop unit, touch screen devices (iPods and iPads), projectors, clickers (used for quick assessment), Mobis (for group work), and document cameras to display information. The use of technology encourages student participation and interaction throughout lessons. Multiple assessments (formal, summative, and teacher observation) are used to identify students at risk. The use of DIBELS, MAP testing, and statewide assessments are also used to determine strengths and areas of opportunity.

Our teachers also strive to reach multiple intelligences to accommodate the means of learning for each student. The utilization of Madeline Hunter's ITIP model for direct instruction ensures continuity in lesson planning and delivery across all grade levels.

The needs of students are evaluated through school-wide data retreats where staff disaggregate data obtained through multiple assessments. The opportunity to evaluate data, along with our Response to Intervention (RTI) process, Student Assistance Team (SAT), and parent-teacher conferences allow Johnson-Brock Elementary staff to create a learning environment that enhances each students' opportunity to learn. Evaluating data gives us the information we need to make sure all students are getting the same opportunity to be successful. The elementary staff attends workshops that hone our skills in technology usage and instructional strategies.

Students who qualify for special education services are included in the regular classroom as much as possible with the assistance of qualified personnel. Special education and general education staff members work collaboratively to meet the needs of the students. Students who qualify for Title services, use programs such as Read Naturally (fluency and comprehension), REWARDS (word attack), Sound Partners (phonics), and K Pals (phonics). Our math and reading series provide supplemental resources for students who are below grade level, at grade level, and above grade level. Having resources and materials for all three levels ensures student success.

Overall the elementary implements a variety of instructional methods to close the achievement gap. Changing the learning environment, using tiered activities, and the use of technology provides an opportunity for students to succeed.

6. Professional Development:

The Johnson-Brock School's approach to professional development is one of continuous learning. With 70% of the elementary teachers with Masters degrees, it is evident that we are a staff committed to life-long learning which hopefully will be handed down to our students. We also offer a mentoring program for new teachers; which creates a relationship of collaboration and transfer of knowledge.

District administrators and school board members are involved in annual professional development provided by the Nebraska Council of School Administrators, the Department of Education, and the Nebraska Rural Community Schools Association. The administration and faculty also have professional development opportunities through our Educational Service Unit (ESU). The strength in administrative leadership is apparent in the expectations required of our strong unified staff.

With the onset of each school year, staff members are involved with in-service training and motivational activities for several days prior to students returning to the classroom. These ESU led workshops have allowed us to align our curriculum to academic standards, to incorporate the use of technology into our classrooms, and implement RtI. Teacher collaboration, focusing on our school improvement process, is ongoing to keep our timeline and action plan current.

Our teachers make up a learning community that believes in research based best practices. During monthly staff meetings we have participated in various peer book reviews relating to direct instruction and explicit instruction. With the purchase of new reading and math series, trainers from these publishing companies provided onsite instruction to our elementary teachers. These training sessions ensure fidelity of the series.

In recent years, Johnson-Brock has witnessed a change in demographics reflected by an increase in our school's free and reduced lunch program. Realizing that this was a new challenge for our district, we turned to professional development opportunities through our ESU and conducted a staff book study on Ruby Payne's book *A Framework for Understanding Poverty*.

During our annual two-day summer data retreat, disaggregation of achievement data allows teachers to reflect on student needs. This collaboration directly impacts learning as it better prepares our teachers to meet specific student needs. All of these professional development opportunities impact our ability to ensure student success.

7. School Leadership

The leadership philosophy and structure at Johnson-Brock is one that believes every student has the innate ability to succeed. We believe in the undeniable acceptance of all students and their right to a quality education.

Leadership begins with our Board of Education (BOE). The local BOE consists of six elected community members who have the responsibility of setting policy for the district. The district superintendent and principal work closely with the board to make sure all state and federal guidelines are met. Teacher representatives attend the monthly meetings and present to the board classroom activities and special events in their respective areas. This serves as a means to create positive working relationships between board, administration, and staff. Another way lines of communication are kept open is through a recap meeting, led by the superintendent, of the previous night's agenda.

Our principal leads with a democratic and distributed leadership model, which involves working through teams, developing leadership capacity and independence among staff members while allowing them to have input in decision making. Providing leadership for the students, teachers, and staff is a major role of the principal.

Teachers play a valuable role in the leadership at Johnson-Brock. As our RtI teams were being formed and trained by the ESU to meet the needs of children experiencing difficulty in school, staff working lunches (K-2 and 3-6) were established to study student data.

Our principal and the classroom teachers work to create a learning environment that is student centered. All elementary teachers serve on established committees (Student Assistance Team, Technology Committee, Attendance Committee, RtI Math Core Team, RtI Language Arts Core Team, High Ability Learner Committee, and Asthma Team) where their input, opinions, and decisions on ideas and strategies that support the mission and vision of the school are valued and considered.

Johnson-Brock has developed a culture in which internal and external stakeholders demonstrate a vested interest and commitment to the school's vision and student learning. Our mission statement, "Inspiring Our Youth & Expecting Results!" is clearly used by school leadership to guide the school's instructional planning and decision-making.

PART VII - ASSESSMENT RESULTS

STATE CRITERION--REFERENCED TESTS

Subject: Math

All Students Tested/Grade: 3

Publisher: Data Recognition Corporation

Test: Nebraska Standardized Assessment

Edition/Publication Year: 2008

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
Meets plus Exceeds	67	67	94	94	50
Exceeds	11	11	10	66	13
Number of students tested	18	18	17	18	15
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment	0	0	0	0	0
% of students tested with alternative assessment	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Meets plus Exceeds	83	62	100	100	83
Exceeds	17	8	80	80	17
Number of students tested	6	13	5	5	6
2. Students receiving Special Education					
Meets plus Exceeds					
Exceeds					
Number of students tested					
3. English Language Learner Students					
Meets plus Exceeds					
Exceeds					
Number of students tested					
4. Hispanic or Latino Students					
Meets plus Exceeds					
Exceeds					
Number of students tested					
5. African- American Students					
Meets plus Exceeds					
Exceeds					
Number of students tested					
6. Asian Students					
Meets plus Exceeds					
Exceeds					
Number of students tested					
7. American Indian or Alaska Native Students					

Meets plus Exceeds					
Exceeds					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Meets plus Exceeds					
Exceeds					
Number of students tested					
9. White Students					
Meets plus Exceeds	67	85	94	94	1
Exceeds	50	53	47	66	1
Number of students tested	18	13	17	18	15
10. Two or More Races identified Students					
Meets plus Exceeds					
Exceeds					
Number of students tested					
11. Other 1: Other 1					
Meets plus Exceeds					
Exceeds					
Number of students tested					
12. Other 2: Other 2					
Meets plus Exceeds					
Exceeds					
Number of students tested					
13. Other 3: Other 3					
Meets plus Exceeds					
Exceeds					
Number of students tested					

NOTES: Masked indicated data was not made public because fewer than 10 students were tested. School-led-Teacher-directed Assessment Reporting System was used during the 2008-2009 since Nebraska Standardized Assessment wasn't used until 2010-2011.

STATE CRITERION--REFERENCED TESTS

Subject: Math

All Students Tested/Grade: 4

Publisher: Data Recognition

Test: Nebraska Standardized Assessment

Edition/Publication Year: 2008

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
Meets plus Exceeds	74	82	59	95	50
Exceeds	15	18	29	70	40
Number of students tested	19	22	17	20	20
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment	0	0	0	0	0
% of students tested with alternative assessment	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Meets plus Exceeds	85	60	88	85	85
Exceeds	14	25	33	57	57
Number of students tested	7	8	9	7	7
2. Students receiving Special Education					
Meets plus Exceeds					
Exceeds					
Number of students tested					
3. English Language Learner Students					
Meets plus Exceeds					
Exceeds					
Number of students tested					
4. Hispanic or Latino Students					
Meets plus Exceeds					
Exceeds					
Number of students tested					
5. African- American Students					
Meets plus Exceeds					
Exceeds					
Number of students tested					
6. Asian Students					
Meets plus Exceeds					
Exceeds					
Number of students tested					
7. American Indian or Alaska Native Students					
Meets plus Exceeds					
Exceeds					

Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Meets plus Exceeds					
Exceeds					
Number of students tested					
9. White Students					
Meets plus Exceeds	80	86	59	95	50
Exceeds	13	14	29	70	40
Number of students tested	15	21	17	20	20
10. Two or More Races identified Students					
Meets plus Exceeds					
Exceeds					
Number of students tested					
11. Other 1: Other 1					
Meets plus Exceeds					
Exceeds					
Number of students tested					
12. Other 2: Other 2					
Meets plus Exceeds					
Exceeds					
Number of students tested					
13. Other 3: Other 3					
Meets plus Exceeds					
Exceeds					
Number of students tested					

NOTES: Masked indicated data was not made public because fewer than 10 students were tested. 2009-2010 was the first year of the Nebraska Standardized Assessment. 2008-2009 data is from School-led Teacher-directed Assessment Reporting System.

STATE CRITERION--REFERENCED TESTS

Subject: Math

All Students Tested/Grade: 5

Publisher: Data Recognition Corporation

Test: Nebraska Standardized Assessment

Edition/Publication Year: 2008

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
Meets plus Exceeds	61	63	47	94	94
Exceeds	30	26	21	25	63
Number of students tested	23	19	19	16	16
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment	0	0	0	0	0
% of students tested with alternative assessment	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Meets plus Exceeds	55	71	33	75	70
Exceeds	18	28	33	25	20
Number of students tested	11	7	3	4	10
2. Students receiving Special Education					
Meets plus Exceeds					
Exceeds					
Number of students tested					
3. English Language Learner Students					
Meets plus Exceeds					
Exceeds					
Number of students tested					
4. Hispanic or Latino Students					
Meets plus Exceeds					
Exceeds					
Number of students tested					
5. African- American Students					
Meets plus Exceeds					
Exceeds					
Number of students tested					
6. Asian Students					
Meets plus Exceeds					
Exceeds					
Number of students tested					
7. American Indian or Alaska Native Students					
Meets plus Exceeds					
Exceeds					

Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Meets plus Exceeds					
Exceeds					
Number of students tested					
9. White Students					
Meets plus Exceeds	61	61	47	94	94
Exceeds	30	28	21	25	63
Number of students tested	23	18	19	16	16
10. Two or More Races identified Students					
Meets plus Exceeds					
Exceeds					
Number of students tested					
11. Other 1: Other 1					
Meets plus Exceeds					
Exceeds					
Number of students tested					
12. Other 2: Other 2					
Meets plus Exceeds					
Exceeds					
Number of students tested					
13. Other 3: Other 3					
Meets plus Exceeds					
Exceeds					
Number of students tested					

NOTES: Masked indicates data was not made public because fewer than 10 students were tested. 2010-2011 was the first year of the Nebraska Standardized Assessment. Prior years data is from School-led Teacher-directed Assessment Reporting System.

STATE CRITERION--REFERENCED TESTS

Subject: Math

All Students Tested/Grade: 6

Publisher: Data Recognition Corporation

Test: Nebraska Standardized Assessment

Edition/Publication Year: 2008

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
Meets plus Exceeds	50	73	71	93	93
Exceeds	44	31	41	67	67
Number of students tested	18	22	17	15	15
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment	0	0	0	0	0
% of students tested with alternative assessment	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Meets plus Exceeds	66	75	100	91	91
Exceeds	33	13	33	27	27
Number of students tested	6	8	3	11	11
2. Students receiving Special Education					
Meets plus Exceeds					
Exceeds					
Number of students tested					
3. English Language Learner Students					
Meets plus Exceeds					
Exceeds					
Number of students tested					
4. Hispanic or Latino Students					
Meets plus Exceeds					
Exceeds					
Number of students tested					
5. African- American Students					
Meets plus Exceeds					
Exceeds					
Number of students tested					
6. Asian Students					
Meets plus Exceeds					
Exceeds					
Number of students tested					
7. American Indian or Alaska Native Students					
Meets plus Exceeds					
Exceeds					

Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Meets plus Exceeds					
Exceeds					
Number of students tested					
9. White Students					
Meets plus Exceeds	50	73	71	91	91
Exceeds	44	31	41	67	67
Number of students tested	18	22	17	11	11
10. Two or More Races identified Students					
Meets plus Exceeds					
Exceeds					
Number of students tested					
11. Other 1: Other 1					
Meets plus Exceeds					
Exceeds					
Number of students tested					
12. Other 2: Other 2					
Meets plus Exceeds					
Exceeds					
Number of students tested					
13. Other 3: Other 3					
Meets plus Exceeds					
Exceeds					
Number of students tested					

NOTES: Masked indicated data was not made public because fewer than 10 students were tested. 2010-2011 was the first year of the Nebraska Standardized Assessment. Prior year data is from School-led Teacher-directed Assessment Reporting System.

STATE CRITERION--REFERENCED TESTS

Subject: Reading/ELA
All Students Tested/Grade: 3
Publisher: Data Recognition

Test: Nebraska Standardized Assessment
Edition/Publication Year: 2008

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
Meets plus Exceeds	61	61	82	55	100
Exceeds	28	14	14	33	87
Number of students tested	18	18	17	18	15
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment	0	0	0	0	0
% of students tested with alternative assessment	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Meets plus Exceeds	60	54	58	48	100
Exceeds	18	18	36	51	100
Number of students tested	6	13	6	4	8
2. Students receiving Special Education					
Meets plus Exceeds					
Exceeds					
Number of students tested					
3. English Language Learner Students					
Meets plus Exceeds					
Exceeds					
Number of students tested					
4. Hispanic or Latino Students					
Meets plus Exceeds					
Exceeds					
Number of students tested					
5. African- American Students					
Meets plus Exceeds					
Exceeds					
Number of students tested					
6. Asian Students					
Meets plus Exceeds					
Exceeds					
Number of students tested					
7. American Indian or Alaska Native Students					
Meets plus Exceeds					
Exceeds					

Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Meets plus Exceeds					
Exceeds					
Number of students tested					
9. White Students					
Meets plus Exceeds	61	62	82	56	100
Exceeds	28	14	7	28	87
Number of students tested	18	13	17	10	15
10. Two or More Races identified Students					
Meets plus Exceeds					
Exceeds					
Number of students tested					
11. Other 1: Other 1					
Meets plus Exceeds					
Exceeds					
Number of students tested					
12. Other 2: Other 2					
Meets plus Exceeds					
Exceeds					
Number of students tested					
13. Other 3: Other 3					
Meets plus Exceeds					
Exceeds					
Number of students tested					

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STATE CRITERION--REFERENCED TESTS

Subject: Reading/ELA
All Students Tested/Grade: 4
Publisher: Data Recognition

Test: Nebraska Standardized Assessment
Edition/Publication Year: 2008

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
Meets plus Exceeds	79	55	59	60	60
Exceeds	17	41	29	10	15
Number of students tested	19	22	17	20	20
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment	0	0	0	0	0
% of students tested with alternative assessment	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Meets plus Exceeds	69	60	55	60	60
Exceeds	11	40	25	25	20
Number of students tested	13	10	5	8	5
2. Students receiving Special Education					
Meets plus Exceeds					
Exceeds					
Number of students tested					
3. English Language Learner Students					
Meets plus Exceeds					
Exceeds					
Number of students tested					
4. Hispanic or Latino Students					
Meets plus Exceeds					
Exceeds					
Number of students tested					
5. African- American Students					
Meets plus Exceeds					
Exceeds					
Number of students tested					
6. Asian Students					
Meets plus Exceeds					
Exceeds					
Number of students tested					
7. American Indian or Alaska Native Students					
Meets plus Exceeds					
Exceeds					

Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Meets plus Exceeds					
Exceeds					
Number of students tested					
9. White Students					
Meets plus Exceeds	80	57	59	60	60
Exceeds	13	43	29	20	20
Number of students tested	15	21	17	20	20
10. Two or More Races identified Students					
Meets plus Exceeds					
Exceeds					
Number of students tested					
11. Other 1: Other 1					
Meets plus Exceeds					
Exceeds					
Number of students tested					
12. Other 2: Other 2					
Meets plus Exceeds					
Exceeds					
Number of students tested					
13. Other 3: Other 3					
Meets plus Exceeds					
Exceeds					
Number of students tested					

NOTES: Masked indicated data was not made public because fewer than 10 students were tested. 2009-2010 was the first year of the Nebraska Standardized Assessment. 2008-2009 data is from School-led Teacher-directed Assessment Reporting System.

STATE CRITERION--REFERENCED TESTS

Subject: Reading/ELA
All Students Tested/Grade: 5
Publisher: Data Recognition Corporation

Test: Nebraska Standardized Assessment
Edition/Publication Year: 2008

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
Meets plus Exceeds	39	47	53	31	94
Exceeds	61	42	10	31	81
Number of students tested	23	19	19	16	16
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment	0	0	0	0	0
% of students tested with alternative assessment	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Meets plus Exceeds	63	71	33	45	90
Exceeds	27	15	33	12	40
Number of students tested	11	7	3	6	10
2. Students receiving Special Education					
Meets plus Exceeds					
Exceeds					
Number of students tested					
3. English Language Learner Students					
Meets plus Exceeds					
Exceeds					
Number of students tested					
4. Hispanic or Latino Students					
Meets plus Exceeds					
Exceeds					
Number of students tested					
5. African- American Students					
Meets plus Exceeds					
Exceeds					
Number of students tested					
6. Asian Students					
Meets plus Exceeds					
Exceeds					
Number of students tested					
7. American Indian or Alaska Native Students					
Meets plus Exceeds					
Exceeds					

Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Meets plus Exceeds					
Exceeds					
Number of students tested					
9. White Students					
Meets plus Exceeds	39	44	53	45	100
Exceeds	61	44	10	12	40
Number of students tested	23	18	19	10	10
10. Two or More Races identified Students					
Meets plus Exceeds					
Exceeds					
Number of students tested					
11. Other 1: Other 1					
Meets plus Exceeds					
Exceeds					
Number of students tested					
12. Other 2: Other 2					
Meets plus Exceeds					
Exceeds					
Number of students tested					
13. Other 3: Other 3					
Meets plus Exceeds					
Exceeds					
Number of students tested					

NOTES: Masked indicated data was not made public because fewer than 10 students were tested. 2009-2010 was the first year of the Nebraska Standardized Assessment. 2008-2009 data is from School-led Teacher-directed Assessment Reporting System.

STATE CRITERION--REFERENCED TESTS

Subject: Reading/ELA
All Students Tested/Grade: 6
Publisher: Data Recognition Corporation

Test: Nebraska Standardized Assessment
Edition/Publication Year: 2008

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
Meets plus Exceeds	59	45	41	47	100
Exceeds	44	36	24	33	9
Number of students tested	18	22	17	15	11
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment	0	0	0	0	0
% of students tested with alternative assessment	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Meets plus Exceeds	50	50	33	45	100
Exceeds	83	75	33	33	
Number of students tested	6	8	3	11	4
2. Students receiving Special Education					
Meets plus Exceeds					
Exceeds					
Number of students tested					
3. English Language Learner Students					
Meets plus Exceeds					
Exceeds					
Number of students tested					
4. Hispanic or Latino Students					
Meets plus Exceeds					
Exceeds					
Number of students tested					
5. African- American Students					
Meets plus Exceeds					
Exceeds					
Number of students tested					
6. Asian Students					
Meets plus Exceeds					
Exceeds					
Number of students tested					
7. American Indian or Alaska Native Students					
Meets plus Exceeds					
Exceeds					

Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Meets plus Exceeds					
Exceeds					
Number of students tested					
9. White Students					
Meets plus Exceeds	50	45	41	47	100
Exceeds	44	36	24	33	
Number of students tested	18	22	17	11	11
10. Two or More Races identified Students					
Meets plus Exceeds					
Exceeds					
Number of students tested					
11. Other 1: Other 1					
Meets plus Exceeds					
Exceeds					
Number of students tested					
12. Other 2: Other 2					
Meets plus Exceeds					
Exceeds					
Number of students tested					
13. Other 3: Other 3					
Meets plus Exceeds					
Exceeds					
Number of students tested					

NOTES: Masked indicated data was not made public because fewer than 10 students were tested. 2009-2010 was the first year of the Nebraska Standardized Assessment. 2008-2009 data is from School-led Teacher-directed Assessment Reporting System.